

RHODE ISLAND ALTERNATE ASSESSMENT

EMMA

SAMPLE GRADE 4 STUDENT DATAFOLIO

**RHODE ISLAND
ALTERNATE ASSESSMENT**



DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Student: Emma Dates

Grade: 4

School: Forks Elementary School

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Structured Performance Task 1/AAGSE 1

☒ Data Summary Sheet

☒ Collection Period 1 Student Documentation Form

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☒ Student Product or Photograph

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Structured Performance Task 2/AAGSE 1

☒ Data Summary Sheet

☒ Collection Period 1 Student Documentation Form

☒ Collection Period 2 Student Documentation Form

☒ Collection Period 3 Student Documentation Form

☒ Student Product or Photograph

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☒ Collection Period 1 Student Documentation Form

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Structured Performance Task 1/AAGSE 1

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- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
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- ☒ Student Product or Photograph

- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
- ☒ Collection Period 2 Student Documentation Form
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- ☒ Student Product or Photograph

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Structured Performance Task 2/AAGSE 1

- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
- ☒ Collection Period 2 Student Documentation Form
- ☒ Collection Period 3 Student Documentation Form
- ☒ Student Product or Photograph

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- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
- ☒ Collection Period 2 Student Documentation Form
- ☒ Collection Period 3 Student Documentation Form
- ☒ Student Product or Photograph

Science Entry 1: Inquiry

Inquiry Construct: (check one)

- ☐ Observing/Questioning ☒ Conducting

- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
- ☒ Collection Period 2 Student Documentation Form
- ☒ Collection Period 3 Student Documentation Form
- ☒ Student Product or Photograph

Science Entry 2: Knowledge

- ☒ Data Summary Sheet
- ☒ Collection Period 1 Student Documentation Form
- ☒ Collection Period 2 Student Documentation Form
- ☒ Collection Period 3 Student Documentation Form
- ☒ Student Product or Photograph



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
 Shepard Building
 255 Westminster Street
 Providence, Rhode Island 02903-3400

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or personally identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment portfolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment portfolios. If you give your consent, please sign the form below on the line indicated for your signature.

CONSENT

I, Elise Dates (please print), am the parent or legal guardian of Emma Dates. I hereby give my consent to the Forks Elementary School, the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment portfolio (including written documentation and pictures) to educators and parents to train them to compile and/or score an Alternate Assessment portfolio. I understand that in the event that my child's assessment portfolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment portfolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

Elise Dates
 Signature of Parent/Guardian

5/1/09
 Date

 Signature of Student, if over 18 years of age

 Date

Note: You may view or obtain a copy of your child's educational records, including the portfolio, which are maintained by the local school district. Please contact your child's local school district for more information.

Student: Emma Dates

Grade: 4

Validation Form

This form provides documentation of the individuals that have reviewed and/or contributed to this RIAA Datafolio. Please have each individual initial to indicate that the information is correct.

Name: Lucey Lovett

Position: Special Education Teacher

Contribution to the Datafolio:

Initials: LL

Review, documentation and data collection

Name: Lisa Lionelle

Position: Teacher Assistant

Contribution to the Datafolio:

Initials: LL

Data Collection

Name: Louise Lynch

Position: Teacher Assistant

Contribution to the Datafolio:

Initials: LL

Data Collection

Name:

Position:

Contribution to the Datafolio:

Initials: _____


Name:

Position:

Contribution to the Datafolio:

Initials: _____

Please obtain principal's and parent's signature prior to submission.



Principal Signature

5/1/09

Date

Elise Dates

Parent Signature

5/1/09

Date

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1 Description: The student will participate in classroom, school and/or community monetary activities.
AAGSE#: NO 12.2a		
Description: Add like coins together to match coin combinations to dollar and cents notation.		

	Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009			
Date	10/10/08	10/24/08	11/06/08		01/16/09	01/28/09	02/05/09		03/17/09	03/26/09	04/08/09	
Data Type	DP	DP	SDF		DP	SDF	DP		SDF	DP	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	25	30	40		35	60	50		60	50	60	
Levels of Assistance	Average				Average				Average			
Prompt % Point	10	0	0	3	10	0	0	3	20	10	10	13
Prompt % Verbal	65	70	60	65	55	40	50	48	20	40	30	30
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100 Independence: 32				Accuracy: 100 Independence: 48				Accuracy: 100 Independence: 57			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 11/06/08	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 12.2a		Description: Add like coins together to match coin combinations to dollar and cents notation.		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>Every other Tuesday, our school's PTA sells popcorn as part of its fundraising effort. The students were given a container that had a selection of quarters, dimes, nickels and pennies. The students were required to count out \$.25 using only nickels to purchase a bag of popcorn. To check their counting and coin selection, the students placed their coins on a "Popcorn Counting Chart". The chart had all the different ways that a student could make \$.25 using only quarters, dimes, and or nickels. For each combination, under each coin sticker was its corresponding value in decimal notation. Students placed their chosen coins on the chart. After checking for the correct number of nickels, the students orally counted to \$.25 by 5s, touching each of the five nickels one by one. The students completed the activity by purchasing a bag of popcorn.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma used only nickels to buy her popcorn. She independently selected a handful of nickels but had difficulty counting by fives (she counted by tens). Emma had to add 5 coins together to match to a \$.0.25 price that was listed on the popcorn counting chart. Once she completed the matching of coins, she counted them and made her purchase. When needed, Emma was supported with verbal prompting.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.</p> <p>Emma needed to add 5 nickels together to make \$.25 to match the coin collection to the price card. Emma was able to add 5 of the 5 nickels together to make the coin combination of \$.25 giving her 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.</p> <p>Emma required verbal prompting for adding 3 out of the 5 nickels. Her prompt percentages were as follows: 2 out 5 independent = 40%, 3 out of 5 verbal prompt = 60%.</p>		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials: *AS*

Student Documentation Form for Mathematics, Reading and Writing









☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 01/28/09	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 12.2a		Description: Add like coins together to match coin combinations to dollar and cents notation.		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students run a store called the Snack Shack that sells snacks to the school faculty. Money raised from this store is used for 4th grade activities. At the beginning of the activity, the students count out the register to determine the amount of the change they are starting with. The teacher provides a pre-prepared money count slip that records how much money (and number of coins) is in the register to start the day. The students count like coins orally by their value and match them to a chart that has several amounts listed as dollar notations. The students complete the activity by filling out a "cashier's slip". The slip requires the number of each coin contained with in the Snack Shack's cash register and the total value amount in decimal notation.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma completed this activity by counting the following like coins: 4 quarters, 13 dimes, 18 nickels, and 15 pennies. Emma needed verbal assistance adding each of the coin sets. In total, Emma had 5 opportunities to add like coins and match them to their dollar/cents notation.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma added all like coin sets and matched them with their dollar notation with 100% accuracy, 5 out of 5 opportunities.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required verbal prompting 2 out of 5 times = 40%, and was independent 3 out of 5 times = 60%.</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: SL

Money Count

Completed
Together in Class

money  Coins	how many  How Many?	How much is it?  How Much? use decimals
Dollars 	0	0
Quarters 	4	\$ 1.00
Dimes 	13	\$ 1.30
Nickels 	18	\$ 0.90
Pennies 	15	\$ 0.15

5. opportunities

100% Accuracy

66% Independence

3/5 x Independent +
2/5 x dependent

Teacher: LL

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	Grade: 4	Date: 03/17/09	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 12.2a	Description: Add like coins together to match coin combinations to dollar and cents notation.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Our school participated in a week long fundraiser called "Pennies for Patients". Each student was encouraged to bring in any pennies to donate to this program. Each classroom collected their students' donations and kept a running tally of the amount collected.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was required to count the number of pennies donated each day for a week. She counted like coins (pennies) by ones. She completed the activity by matching the amount of money she added to the amount of money in dollar and cents notation on her collection slip. Data was taken over a period of 5 days.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. With verbal and point prompting from a teacher, Emma counted the pennies and matched them to their notation with 100% accuracy each of the 5 days. Her independence score was 5/5 = 100%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She required the following prompting: 3 time independent = 60%, 1 times point prompting = 20%, and 1 times verbal prompting = 20%.	
Level of Accuracy: 100 %		Level of Independence: 60 %	

Teacher's Initials: AS

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task#: 35-1 Description: The student will participate in classroom, school and/or community monetary activities.
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.	

	Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009			
Date	10/17/08	10/24/08	11/07/08		01/16/09	01/23/09	02/06/09		03/18/09	03/27/09	04/09/09	
Data Type	SDF	DP	DP		DP	DP	SDF		DP	SDF	DP	
Accuracy %	100	100	100		100	99	100		100	100	100	
Independence %	0	50	25		50	75	50		75	100	75	
Levels of Assistance	Average				Average				Average			
Prompt % Auditory	0	0	25	8	25	0	25	17	0	0	0	0
Prompt % Verbal	75	50	50	58	25	25	25	25	25	0	25	17
Prompt % Physical	25	0	0	8	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100 Independence: 25				Accuracy: 100 Independence: 58				Accuracy: 100 Independence: 83			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Grade: 4	Date: 10/17/08	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Students at Forks Elementary School have opportunities to buy snacks each week during lunch in the cafeteria. Once a week, students can purchase popcorn. This gives all students the chance to apply their monetary skills.			
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma identified decimals as money notation by writing the cost in cents notation (50 cents) and then correctly using the decimal as monetary notation by writing it in the dollar and cents notation (\$.50). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the dollar sign, Step 2) Writing the dollar amount for this order (0), Step 3) Writing the decimal in the correct place, and Step 4 Writing the cents notation (50), all on her Cafeteria Order Form. She correctly used the coins to purchase her popcorn for \$.50.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3)Writing the decimal in the correct place, and 4)Writing the cents notation.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 3/4 steps (75% of the task): 1)Writing the dollar sign, 2)Writing the dollar amount and 3) Writing the decimal point in the correct place. She needed visual prompts for 1/4 steps (25% of the task): 4)Writing the cents notation.	
Level of Accuracy: 100 %		Level of Independence: 0 %	

Teacher's Initials: JS

Cafeteria Order Form

Name: Emma

Date: 10/17/07

I want to buy a popcorn.

It costs: 50 (cents)

Visual prompt to write
Cents notation

\$0.50 (dollars)

Auditory prompt to
- write dollar sign
- write dollar amount
- write decimal ~~dot~~

I need 50 cents to buy my popcorn.

I can add my Dimes to match the total amount of money needed.

$$\underline{10¢} + \underline{10¢} + \underline{10¢} +$$

$$\underline{10¢} + \underline{10¢} = \underline{50¢}$$

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.		
AAGSE#: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The student's in Emma's class go on community field trips to apply many different skills. On this day, they went to the Fork's Mall for lunch and shopping. Emma was involved in planning a thank you party for the classroom parent volunteers in her 4th grade class. The students purchased various types of candy to share at the party.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma identified decimals as money notation by correctly writing the cost of a bag of chocolates in the dollar and cents notation, including the decimal (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1)Writing the dollar sign, Step 2)Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and 4)Step 4 Writing the cents notation (00), all on her order form. Emma then used her coins to purchase the candy.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1)Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this AAGSE task with 0% Independence. She needed auditory prompts to complete 2/4 steps (50% of the task): 1) Writing the dollar sign and 2)Writing the dollar amount. She needed visual prompts for 1/4 steps (25% of the task): 3) Writing the decimal point in the correct place. She needed gesture prompts to complete 1/4 steps (25% of the task): 4)Writing the cents notation.</p>		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: SS

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Numbers and Operations	Structured Performance Task# 35-1 Description: The student will participate in classroom, school and/or community monetary activities.	
AAGSE #: NO 4.2	Description: Identify decimals within a context of money as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10; or \$1.17 = \$1.00 and 17 pennies out of 100.		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students in Emma's class completed a unit about healthy eating and food groups. As one way to apply these concepts, they purchased healthy foods for lunches and snacks. On this day, Emma selected a healthy drink to purchase at a school bending machine. This is distinct due to the different setting, different context for learning - applying healthy food/drink choices, and a different way of purchasing - using vending machine skills. Emma purchased a bottle of water.</p>			
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma identified decimals as money notation by correctly writing the cost of the water in the dollar and cents notation, including the decimals (\$1.00). In order for her to identify and use the decimal correctly, data was taken on Emma: Step 1) Writing the dollar sign, Step 2) Writing the dollar amount for this order (1), Step 3) Writing the decimal in the correct place, and Step 4) Writing the cents notation (00), all on her order form. Emma then used her coins to purchase the water.</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined.</p> <p>Emma completed this AAGSE task with 100% accuracy. She completed 4/4 steps accurately: 1) Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.</p> <p>Emma completed this AAGSE task with 100% independence. She completed 4/4 steps accurately: 1) Writing the dollar sign, 2) Writing the dollar amount, 3) Writing the decimal in the correct place, and 4) Writing the cents notation.</p>	
Level of Accuracy: 100 %		Level of Independence: 100 %	

Teacher's Initials: *SD*

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement		Structured Performance Task#: 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.									
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."											
	Collection Period 1 Oct. 6 - Nov. 14, 2008		Collection Period 2 Jan. 12 - Feb. 6, 2009		Collection Period 3 March 16 - April 9, 2009							
Date	10/15/08	10/22/08	11/12/08		01/16/09	01/30/09	02/06/09		03/24/09	03/31/09	04/07/09	
Data Type	DP	SDF	DP		DP	DP	SDF		DP	SDF	DP	
Accuracy %	60	100	75		75	100	100		100	100	100	
Independence %	25	40	60		50	60	60		75	75	100	
Levels of Assistance	Average				Average				Average			
Prompt % point	25	20	20	22	10	10	0	7	0	0	0	0
Prompt % verbal	50	40	20	37	40	30	40	37	25	25	0	17
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 78				Accuracy: 92				Accuracy: 100			
Period	Independence: 42				Independence: 57				Independence: 83			

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/22/08	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, the students have been engrossed in a science unit focusing on rocks and minerals. The students explored properties of rocks and minerals through several hands-on activities. They made predictions about the properties of rocks and then tested their predictions by weighing, measuring and sorting rocks by various properties (color, texture, and size).</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: As part of the introduction to rocks and minerals, Emma was asked to collect objects outside on the playground area. She was told to collect as many different objects as she could find. Emma collected several leaves, rocks and sticks during this scavenger hunt. Emma used her collection to compare objects by various properties and communicated length, height and weight of the objects. Emma compared and sorted the leaves into taller/shorter categories. She compared and sorted the sticks into longer/shorter categories. She weighed and sorted the collection of rocks into heavier/lighter categories. There was a total of 25 opportunities to compare/communicate length, height and weight of objects using the appropriate language.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to compare/communicate the length, height and weight of the sticks she found with 100% accuracy. She compare/communicated the following: 9 sticks by length, 9 sticks by height and 7 sticks by weight.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 10x out of the 25 = 40% independence. She required verbal prompting 10 out of the 25 x giving her a verbal prompting percentage 40%. She required point prompts 5 out of the 25x giving her a point prompting percentage of 20%.</p>		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials: SK

RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials: SL

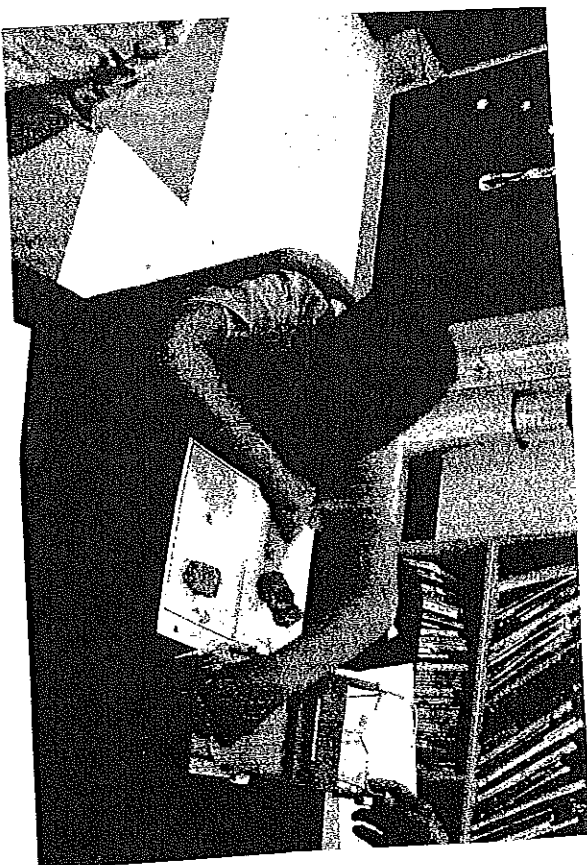
Date: 10/22/08

SPT#: 35-3

AAGSE#: GM 7.1a

Describe the student's participation in applying the AAGSE:

Using objects collected on the playground, Emma participated in a science activity centered on rocks. Emma sorted and compared several leaves, rocks and sticks based on length, size and weight. Emma compared and communicated length, height, and weight of objects with 100% and 40% independence.



Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma studied the four different layers of the rain forest. During the last week of the unit, she was asked to compare and describe the height of the various layers. Over 5 days, Emma had four opportunities each day to compare and communicate the height of each of the rain forest layers to each other. There was a total of 20 opportunities with in this activity. Emma needed verbal prompting to complete this activity.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this activity with 100% accuracy. She as able to compare/communicate the height of the rain forest layers 4x for 5 days for 20 opportunities.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 12 out of 20 times, 60%. She required verbal prompting 8 out of 20 times, 40%.</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: *ES*

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 03/31/09	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE#: GM 7.1a	Description: Compare and communicate length, height and weight of objects using language such as "longer/shorter," "taller/shorter," "heavier/lighter."			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating in an integrated spring unit focusing on plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants. Students will measure/compare the three different seeds before planting and estimate which seed will grow into a taller plant. They will weigh/compare(heavier/lighter) wet and dry soil and measure/compare the length of the seedlings (taller/shorter) each week as it grows into a plant.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma was required to complete a planting activity. First, Emma compared and communicated the weight (heavier/lighter) of wet and dry soil. She then compared and communicated the sizes (longer/shorter) of three different seeds. There was a total of four opportunities for this activity. Emma needed verbal prompting to complete this activity.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma compared and communicated the weight of the soil (2x) and length of the seeds (2x) with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She was independent 3 out of the 4 times giving her an independence level of 75%. She required verbal prompting one out of 4 times for a verbal prompting percentage of 25%.</p>		
Level of Accuracy: 100 %		Level of Independence: 75 %		

Teacher's Initials: *EA*

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Student: Dates, Emma												
Content Area: Mathematics		Content Strand: Geometry and Measurement			Structured Performance Task#: 35-3							
AAGSE#: GM 1.3		Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.							
		Collection Period 1 Oct. 6 - Nov. 14, 2008			Collection Period 2 Jan. 12 - Feb. 6, 2009			Collection Period 3 March 16 - April 9, 2009				
Date	10/13/08	10/27/08	11/13/08		01/15/09	01/23/09	02/06/09		03/20/09	03/27/09	04/09/09	
Data Type	SDF	DP	DP		DP	DP	SDF		DP	DP	SDF	
Accuracy %	100	93	85		100	100	100		83	85	100	
Independence %	25	40	50		50	50	60		50	60	80	
Levels of Assistance	Average				Average				Average			
Prompt %	50	30	20	33	25	30	10	22	20	10	0	10
Prompt %	25	30	30	28	25	20	30	25	30	30	20	27
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 93			93	Accuracy: 100			100	Accuracy: 89			89
Independence %	Independence: 38			38	Independence: 53			53	Independence: 63			63

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/13/08	Data Collection Period: 1
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE #: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/ community: The class was selected to create the hallway bulletin board for the fourth and fifth grade pod. Students decided to use the theme "Spooky Stories" and highlight some student writing. Students created their own haunted house (based on a spooky story they read) to use on the bulletin board.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: The students were shown examples of houses they could create. Emma used different size and color triangles to make her "haunted house". She used two large triangles to form the square house base and a large triangle for the roof. She used two medium size triangles for the rectangular door. Finally, she created two windows using four small triangles. There was a total of 8 opportunities within this activity (composing four squares out of eight triangles: house base, door and two windows). Emma needed point and verbal prompting to complete this activity.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this activity with 100% accuracy. She was able to correctly put the 8 shapes together to compose the haunted house.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required some support for this activity. She was independent 2 out of 8 times, giving her an independence percentage of 25%. She required verbal prompts 2 out of 8 times = 25%. She required point prompts 4 out of 8 times = 50%.</p>		
Level of Accuracy: 100 %		Level of Independence: 25 %		

Teacher's Initials: CL

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE#: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chat the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest. Students created rain forest animals using polygons.</p> <p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma used triangles to compose a picture of a boa constrictor. She was given a teacher created image of the outline of the boa constrictor made from one square (the head) and 8 hexagons (the body). The inside lines detailing where each polygon connected were missing. Emma used 50 small triangles to compose the boa constrictor. Emma needed verbal and physical prompting to compose her picture from the 2-D shapes.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma was able to correctly put triangles together to form squares and hexagons to compose her boa constrictor with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma completed the project with the following levels of Independence: 30 out of 50x independent = 60%, 15 out of 50x verbal prompts = 30%, and 5 out of 50x with point prompts = 10%.</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: EL

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area: Mathematics	Content Strand: Mathematics Strand: Geometry and Measurement	Structured Performance Task# 35-3 Description: The student will participate in and/or complete an activity within a larger academic curriculum unit*.		
AAGSE#: GM 1.3	Description: Use 2-D objects to compose (put together) 2-D shapes to make a specific polygon (e.g., use two trapezoids to make a hexagon or use two rectangles to make a square).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, students are exploring children's literature. Following an examination of what structural components make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will share their stories with a kindergarten class within the school community. Emma chose to write a children's book about the shapes she has been learning about.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma wrote and illustrated a children's book about shapes. For each shape (triangle, square, rectangle, trapezoid and hexagon), Emma wrote a sentence identifying by name the polygon, describing how many triangles can make the specific polygon and what the shape looks like in an everyday environment. For the illustrations, Emma used triangles (put together) to make each specific polygon. There was a total of 15 opportunities for this activity. Emma needed verbal prompting to compose the polygons.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma composed each of the 5 different polygons using 15 triangles with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 12 out of the 15 times, giving her 80% independence. She required verbal prompting 3x out of 15, giving her a verbal prompting percentage of 20%.</p>		
Level of Accuracy: 100 %		Level of Independence: 80 %		

Teacher's Initials: LC

Date: 4/9/08

This is a copy of one page
from Emma's Shape Book.
She used two triangles to
compose a Square.

15 opportunities

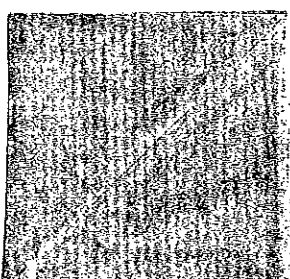
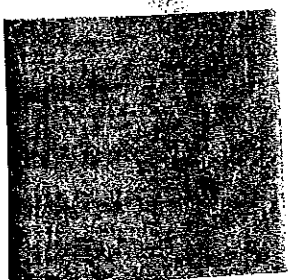
100% accuracy

80% independence

12x independent





3x verbal prompts

Teacher: XL



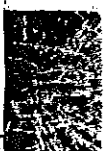
↓     Square

This is a _____.

It has     4 sides.

2  triangles make a  Square _____.

I think     Square _____ looks like    



SHAPES COMPUTER SCREEN

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Emma Dates

Grade: 4

Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary				Structured Performance Task#: 35-4 Description: The student will read/experience text related to school and/or community.							
AAGSE#: WID 1.7 Description: Student applies word identification and/or decoding strategies by reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences. *												
	Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009			Collection Period 3 March 16 - April 9, 2009				
Date	10/10/08	10/24/08	11/13/08		01/16/09	01/30/09	02/06/09		03/20/09	03/27/09	04/09/09	
Data Type	SDF	DP	DP		DP	DP	SDF		DP	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	30	25	30		30	45	50		40	50	60	
Levels of Assistance	Average				Average				Average			
Prompt % Point	16	25	15	19	0	15	15	10	20	15	12	
Prompt % Verbal	54	50	55	53	70	40	35	48	40	35	28	
Prompt %	0	0	0	0	0	0	0	0	0	0	0	
Average % for Collection Period	Accuracy: 100				Accuracy: 100				Accuracy: 100			
Period	Independence: 28				Independence: 42				Independence: 50			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/10/08	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: WID 1.7	Description: Student applies word identification and/or decoding strategies by reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences. *			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Students within the classroom are participating in a reading curriculum focusing on high frequency words found within the environmental print. Along with this program, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. After several exposures to the text students read the story aloud.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the book. STOP, LOOK and LISTEN by Alison Hawes for her weekly guided reading book. Her sight word reading program just introduced the word "STOP". This book was used to help Emma transfer her recognition/understanding of the new word into another text form. The story contained 10 opportunities for Emma to recognize and read the word "STOP". Over 5 days Emma was given 50 opportunities to read "stop" correctly.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read the word "stop" 50 out of 50 times with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. She required the following levels of assistance to read the word "stop". 15 out 50 independent = 30%, 27 out of 50 verbal prompting = 54%, and 8 out of 50 point prompting = 16%.		
Level of Accuracy: 100 %		Level of Independence: 30 %		

Teacher's Initials: U

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: WID 1.7	Description: Student applies word identification and/or decoding strategies by reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences. *			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating in an integrated unit focusing on the community of Forks. This unit explored the plants, animals, and people who live in Forks. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components (plants, animals and people). Along with the read aloud, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. Students will learn about the importance of their community. Students participate in community activities. One way they participate in supporting the environment is by collecting recyclable soda/water bottles.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma was assigned the teacher created book, The Forks Community for her weekly guided reading book. Her sight words reading program just introduced the word "in". Each page of the book started with the phrase "In the Forks Community". There were also other words that Emma had previously learned in the story (boys, fire, girls, and poison). Emma had twenty opportunities to read the 5 high frequency words. Emma needed verbal and point prompting to read the words.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma read all 20 words in the story with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma read 10 out of the 20 words independently, giving her 50% independence. She required verbal prompting for 7 out of the 20 words, giving her a verbal prompting score of 35%. She required point prompting for 3 out of the 20 words, giving her a point prompting score of 35%.</p>		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: dt

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.	
AAGSE#: WID 1.7	Description: Student applies word identification and/or decoding strategies by reading high-frequency words, including names, environmental print, and sight words, as appropriate to the student's personal, classroom and community experiences. *		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in a integrated spring unit focusing on the plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. Along with the read alouds, students are assigned a guided reading book at their appropriate level. These books provide additional practice for the high frequency sight words and additional information about the focus topic. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants.</p>			
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was assigned the book WHERE PLANTS GROW for her weekly guided reading book. She has been introduced to high frequency sight words centered around the spring season and plants. Within the story , Emma was assessed on her ability to recognize and read the following words: plants, soil, weather, grow, seed and sun. There were also other words that Emma had previously been exposed to in the story (in, rock and green). There were a total of 25 opportunities to read these 9 high frequency words. Emma needed verbal and point prompting to complete the activity.</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma read all 25 words with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required the following assistance to read the words. 15 out of 25 she was independent = 60% independence, 7 out of 25 verbal prompting = 28%, and 3 out of 25 point prompting = 12%.</p>	
Level of Accuracy: 100 %		Level of Independence: 60 %	

Teacher's Initials: LC

RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials: EL

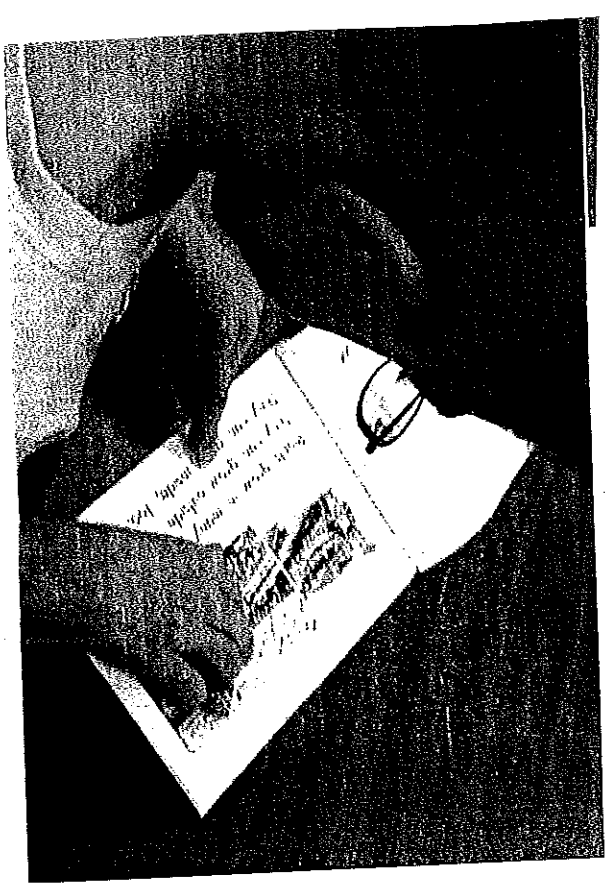
Date: 04/09/09

SPT #: 35-4

AAGSE#: WID 1.7

Describe the student's participation in applying the AAGSE:

Through a guided reading experience with the book "WHERE PLANTS GROW", Emma was assessed on her ability to recognize and read the following words: plants, soil, water, grow, seed, sun, rock, in and green. With verbal (7x) and point (3x) prompting from a teacher Emma was able to read the high frequency words with 100% accuracy and 60% independence.



Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Student: Dates, Emma												
Content Area: Reading		Content Strand: Reading Strand: Word Identification Skills/Vocabulary				Structured Performance Task#: 35-4 Description: The student will read/experience text related to school and/or community.						
AAGSE#: V 3.5		Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).										
		Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009		
Date	11/03/08	11/10/08	11/14/08		01/16/09	01/27/09	02/06/09		03/20/09	03/27/09	04/08/09	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	40	25	40		60	67	60		80	67	80	
Levels of Assistance	Average				Average				Average			
Prompt % Gesture	40	25	30	32	20	0	30	17	10	11	0	7
Prompt % Auditory	20	38	30	29	20	33	10	21	10	22	20	17
Prompt % Visual	0	12	0	4	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100				Accuracy: 100				Accuracy: 100			
Period	Independence: 35				Independence: 62				Independence: 76			

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 11/14/08	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: V 3.5	Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As a Feinstein Good Deeds program project, the students at Forks Elementary School collected school supplies for students in Afghanistan. The students learned about the poor conditions many children face in Afghanistan and the lack of school buildings and supplies. Emma read a school newsletter about this school supplies drive. She then completed a letter to her parents explaining the project and asking for school supplies.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: After reading the newsletter about this project, Emma read the letter outline to her parents along with the word bank (see work sample). In order to complete this letter, Emma had to apply her knowledge of the school project based on the content of the newsletter. After reading the letter and reading the word bank, Emma selected the appropriate word to use in context by choosing the correct word to complete each sentence. There were 10 blanks that needed to be completed with words, so data was collected on Emma selecting 10 words to use in the context of the letter.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy by placing 10 out of 10 words correctly in their sentences. These words were: supplies, school, children, erasers, tape, crayons, pencils, prizes, Wednesday and November.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma complete this task with 40% independence (4/10 words). She needed gesture prompts to complete 30% (3/10 words) and she needed auditory prompts to complete 30%(3/10 words) of the task.</p>		
Level of Accuracy: 100 %		Level of Independence: 40 %		

Teacher's Initials: U

November 14, 2007

This was copied
and sent home to
Emma parents

Dear Mom and Dad,

As part of a Feinsein Good Deeds program, we are collecting school
^{aud. prompt} supplies. Children in Afghanistan need supplies for
^{gesture prompt} school. Many ^{gesture prompt} children do not have things like
^{gesture prompt} paper, erasers, tape, and
^{indep.} crayons. We will mail the school supplies to
Afghanistan.

I would like to bring in something to send to the kids. I would like to
give them ^{indep.} pencils. This will help the kids in
Afghanistan.

I can also win ^{auditory prompt} prizes because we are having a raffle.

We need to bring in the school supplies by ^{aud. prompt} Wednesday,
^{indep.} November 21, 2007.

10/10 = 100%
accuracy

Love, Emma Dates

~~prizes~~

~~tape~~

~~children~~

~~supplies~~

~~crayons~~

~~pencils~~

~~erasers~~

~~November~~

~~scissors~~

~~markers~~

~~school~~

~~Wednesday~~

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task# 35-4 Description: The student will read/experience text related to school and/or community.		
AAGSE#: V 3.5	Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: Emma and her classmates went to the Forks Mall on a field trip. While at the mall, Emma needed to purchase lunch at the food court, purchase candy for an upcoming class party and complete a scavenger hunt. Emma read text related to this school activity: a mall map, the schedule of activities the students would be completing, and a description of the scavenger hunt.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma completed a written plan of what she would do at the mall, written out as sentences. Emma needed to apply the content from the mall map, schedule, and scavenger hunt description in order to complete the sentences. The sentences described what she would do and where, such as where she would eat lunch, where she would buy candy, and where she would look for certain items on the scavenger hunt list. Emma was given a word bank of words to use in the sentences. The word bank contained correct words as well as incorrect/distractor words. After reading the mall texts described above, Emma selected the appropriate word to use in context by choosing the correct word to complete each sentence. There were 10 sentences with blanks, so data was collected on Emma selecting 10 words to use in the context of her mall plan. Emma used this as a schedule to guide her day.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (10/10 words): mall, Burger King, hamburger, candy, hunt, clothes, books, movies, store, and bus.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 60% independence (6/10 words). She needed gesture prompts to complete 30% of this task (3/10 words) and auditory prompts to complete 10% (1/10 words) of the task.		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: HL

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Word Identification Skills/Vocabulary	Structured Performance Task # 35-4 Description: The student will read/experience text related to school and/or community.	
AAGSE #: V 3.5	Description: Student shows breadth of vocabulary knowledge and demonstrates knowledge through understanding of word meanings and relationships by selecting the appropriate word to use in context (e.g., student uses pictures or word banks to complete sentences or storyboards).		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students in Emma's class read the weekly adapted newspaper News-2-You as part of their social studies curriculum. This newspaper is adapted by having picture symbols paired with words. The students learn about various topics and current events. This week, the newspaper was about the start of baseball season. Forks Elementary School sometimes has spirit days to support the Boston Red Sox, and it is important for the students to learn about baseball in order to participate in this school activity and school culture. Emma both listens to the newspaper being read aloud and reads some of the text independently.</p> <p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>The students apply their understanding of current events in many ways. This week, Emma created a current events poster to be displayed at school. The poster was about the start of the baseball season. Emma read passages from the News-2-You paper and then used a word bank to complete sentences about the topic. She then used the sentences as part of her current events poster. The word bank contained correct words as well as incorrect words. After reading the News-2-You text described above, Emma selected the appropriate word to use in context by choosing the correct words to complete each sentence. There were 6 sentences on Emma's current events poster and a total of 9 blanks. Data was collected on Emma selecting 9 words to use in the context of her current events poster.</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma completed this task with 100% accuracy (9/9 words): baseball, Red Sox, players, team, pitchers, catchers, infielders, outfielders and exercise.</p> <p>Level of Accuracy: 100 %</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma completed this task with 67% Independence (6/9 words). She needed gesture prompts to complete 11% of the task (1/9 words) and auditory prompts to complete 22% of the task (2/9 words).</p> <p>Level of Independence: 67 %</p>	

Teacher's Initials: LC

Student: Dates, Emma

Grade: 4

https://www189.safesecureweb.com/ralt/ProFile/2009/Print_AllDSS.aspx

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 11/13/08	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.1a	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by identifying the main character(s) and setting.			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read aloud and discussion to deepen the students' understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest. The students keep a book journal of their reading throughout the school year.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Following a week long study of POSSUM'S HARVEST MOON, Emma needed to write about the story in her book journal. Emma was asked questions written with picture supports (Writing with Symbols) about the story's content: Who was the story about? What time of year does the story take place? The questions were provided orally with Boardmaker picture supports on a large felt board. For each question, Emma was given several picture graphics to choose from (some correct and some incorrect). There were four opportunities within this activity. Emma was able to identify the story's characters and where Possum lived but needed assistance to identify the season the story took place (setting).</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Using the story board format, Emma was able to correctly identify the main character and setting 4 out of 4 times giving her 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to independently identify the characters & setting 2 out of 4 times giving her 50% independence. She used verbal assistance for the remaining two opportunities for 50% verbal assistance.</p>		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: CL

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/05/09	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.1a	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by identifying the main character(s) and setting.			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. They will also write about THE GREAT KAPOK TREE in their book journals. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chat the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Following a week long study of the THE GREAT KAPOK TREE, Emma was asked to complete a story board comprehension activity. She was asked to answer questions written with picture supports about the story's main characters and setting: What was the setting of the story? (Rain forest) Who was in the story? (Man, rain forest animals, Yanomamo boy). For each question, Emma was given several picture graphics to choose from (some correct and some incorrect). Emma glued her answers on her story board. Emma needed verbal prompting to include the Yanomamo child as one of the main characters within the story. There were a total of four opportunities to complete a story board. Following the story board activity, Emma would use these questions to write in her book journal.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma identifies the story's main characters and setting with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to independently identify the main characters and setting 3 out of 4 times giving her 75% independence. 1 out 4 times she required verbal assistance.</p>		
Level of Accuracy: 100 %		Level of Independence: 75 %		

Teacher's Initials: lc

ARAGSE 7
Lt. 4.1a



Name

Emma Dates

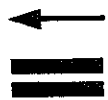
month / day / year

Date

FEB 05 2008



What



was



the



setting



of



the

story?



4 opportunities

100% Accuracy

75% Independence

3 x Independent

1 x Verbal prompt



Who



was



in



the



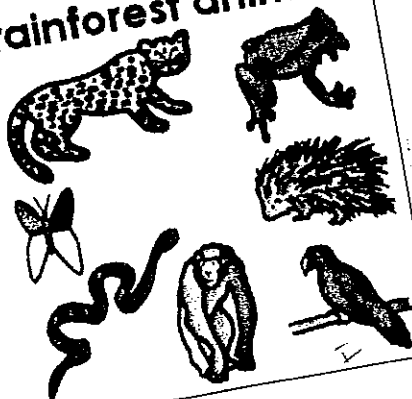
story?

Teacher: LL

man with an ax



rainforest animals



Yanomamo child



VP

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.1a	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by identifying the main character(s) and setting.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components (life cycle, resources needed and uses). THE EMPTY POT by Charlotte Demi is used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants. Upon completion of the story, students will write about the story in their book journals.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was asked questions written with picture supports about the story's main characters and setting. Where does the story take place?(China) Who was the story about? (Ping and the emperor). For each question, Emma was given several picture graphics to choose from. There were three opportunities within this activity. Emma was able to identify Ping and the emperor as the main characters but needed verbal prompting to identify the setting of the story. Emma used this information to help her write about the story THE EMPTY POT in her book journal.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to identify the main characters and setting with 100% accuracy (3/3).		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent 2 out 3 times, giving her 66% independence. She required verbal prompting 1/3 times or 34% of the time.		
Level of Accuracy: 100 %		Level of Independence: 66 %		

Teacher's Initials: LC

Data Summary Sheet for Mathematics, Reading, and Writing

Grade: 4

Student: Emma Dates

Student: Emma Dates												
Content Area: Reading		Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text				Structured Performance Task#: 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.						
AAGSE#: LT 4.3		Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).										
		Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009		
Date	10/10/08	10/27/08	11/13/08		01/15/09	01/22/09	02/05/09		03/19/09	03/30/09	04/07/09	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	20	50	66		50	60	66		60	34	75	
Levels of Assistance	Average				Average				Average			
Prompt % Point	20	0	0	7	0	20	34	18	20	33	0	18
Prompt % Verbal	60	50	34	48	50	20	0	23	20	33	25	26
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100 Independence: 45				Accuracy: 100 Independence: 59				Accuracy: 100 Independence: 56			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 11/13/08	Data Collection Period: 1
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read aloud and discussion to deepen the students understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Following a week long study of POSSUM'S HARVEST MOON, Emma was asked to order the beginning, middle and end of the story. She was given three distinct illustrations from the story. (Possum asking friends to come to his party, Possum alone at his party while his friends prepare for the winter, animals at party enjoying harvest feast). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story to a peer from another class who had not read the book. Data was taken on Emma's ability to retell the 3 key items in the story.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to retell the beginning, middle and end components of the story 3 out of 3 times with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently retold the 2 of the 3 components of the story (66% independence) and required verbal prompting retell the end of the story, 1 out of 3 components or 34% verbal assistance.</p>		
Level of Accuracy: 100 %		Level of Independence: 66 %		

Teacher's Initials: SS

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/05/09	Data Collection Period: 2
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story to a peer from another class. Data was taken on the Emma retelling the 3 beginning middle and end of the story.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma retold the story (beginning, middle and end) to a peer with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).</p>		
Level of Accuracy: 100 %		Level of Independence: 66 %		

Teacher's Initials: XX

RIAA Photograph Evidence Documentation

StudentName: Dates, Emma

Teacher Initials: XX

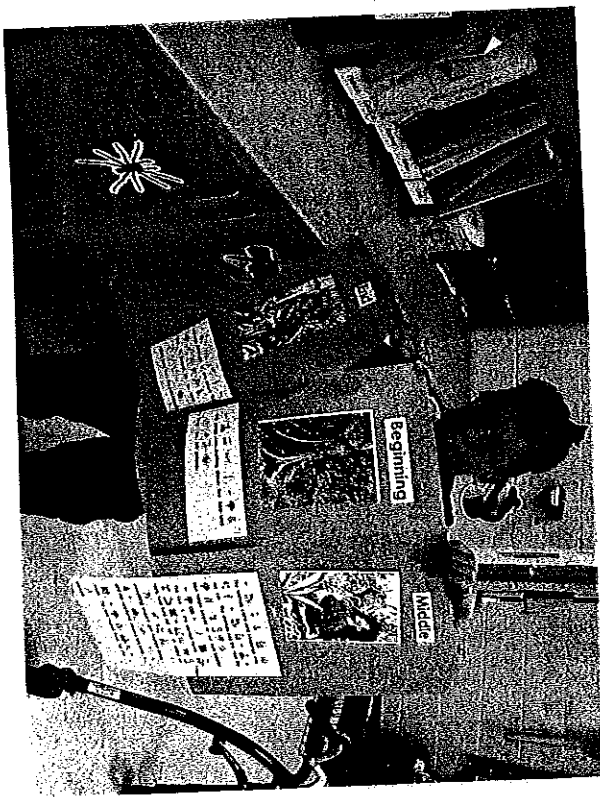
Date: 02/05/09

SPT#: 35-6

AAGSE#: LT 4.3

Describe the student's participation in applying the AAGSE:

Emma was asked to order the beginning, middle and end of the story THE GREAT KAPOK TREE. She was given three distinct illustrations from the story (man chopping tree, animals talking to man as he slept, man walking out of the forest). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle of the story. Emma then verbally retold the story a peer. Emma was able to retell the beginning and middle of the story for 66% independence (2 out of 3 components). She required point prompting to tell the end of the story (1 out of 3 components or 34% point assistance).



Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 03/30/09	Data Collection Period: 3
Content Area: Reading	Content Strand: Reading Strand: Initial Understanding, Analysis, and Interpretation of Literary Text	Structured Performance Task# 35-6 Description: The student will respond in a variety of ways to literary texts, including text read aloud by teachers or peers, reading text independently, or in a guided manner.		
AAGSE#: LT 4.3	Description: Student demonstrates initial understanding of elements of literary texts (including text read aloud, reading text independently, or in a guided manner) by retelling the key events in a story (e.g., the beginning, middle, and/or end of a story).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating in an integrated unit focusing on the plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week a short story is used for the daily read aloud and discussion focusing on one of the above mentioned components (life cycle, resources needed and uses). THE EMPTY POT by Charlotte Demi is used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma was asked to order the key events of the story THE EMPTY POT. She was given three distinct illustrations from the story (Emperor passing out seeds, Ping tending to the planted seeds and Ping as the new emperor). Emma was asked to select the picture that showed the beginning of the story and paste it in the first column to identify the beginning and middle and end of the story. Emma then had to retell the story to a peer from another classroom.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma was able to retell the story with 100% accuracy 3 out of 3 times.</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma independently retold the beginning of the story to a peer, giving her an independence score of 34% or 1 out of 3 components. She required verbal prompting to tell the middle of the story (33%) and point prompting to tell the end of the story (33%).</p>		
Level of Accuracy: 100 %		Level of Independence: 34 %		

Teacher's Initials: SS

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions			Structured Performance Task#: 04-1 Description: The student will write in response to activities within their school environment.								
AAGSE#: SL 1.4	Description: Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (symbols, letters, words, sentences).											
	Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009			
Date	10/10/08	10/27/08	11/13/08		01/16/09	01/27/09	02/06/09		03/18/09	04/01/09	04/09/09	
Data Type	SDF	DP	DP		DP	DP	SDF		DP	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	60	40	50		50	70	50		60	60	75	
Levels of Assistance	Average				Average				Average			
Prompt % Point	0	0	0	0	10	0	0	3	0	0	10	3
Prompt % Verbal	40	60	50	50	40	30	50	40	40	40	15	32
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100 Independence: 50				Accuracy: 100 Independence: 57				Accuracy: 100 Independence: 65			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/10/08	Data Collection Period: 1
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.		
AAGSE#: SL 1.4		Description: Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (symbols, letters, words, sentences).		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>Students in the 4th grade are developing an "All About Me" writing piece. This writing piece follows a character education presentation that is given to the students by the local YMCA. Students are required to describe themselves, their family and some of their personal interests.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma wrote about five aspects of her life. After a teacher read sentence starters written with picture supports (Writing With Symbols aloud, Emma dictated her responses to the teacher. The teacher compiled a selection of Boardmaker graphics that supported the information that Emma dictated. Emma was required to write her information by gluing the correct graphics that had no correlation to complete the statements. Emma was offered graphics that correctly answer the sentences and graphics that had no correlation to the sentences. (My name is Emma Dates). I am (nine) years old. My birthday is (February 17), 1997. I have (two brothers). I like (designing new rooms). After writing the piece, Emma shared her "All About Me" with her peers in the 4th grade. There were five opportunities (sentences to complete) in this activity.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma was able to write (using pictures) five out of five sentences with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma was able to write three sentences out of five independently for 60% independence. She required verbal assistance for two out of five sentences (40%).</p>		
Level of Accuracy: 100 %		Level of Independence: 60 %		

Teacher's Initials: JA

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma	Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.	
AAGSE#: SL 1.4	Description: Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (symbols, letters, words, sentences).		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students complete a journal entry three times a week as part of their daily routine. On Monday, the students write about their weekend activities. On Wednesday, the students summarize a group activity co-led by the librarian and classroom teacher. On Friday, the students write about an activity they enjoyed that week.</p>			
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was required to complete a journal entry about a group activity. Emma's journal entry contains sentence starters written in pictures. Emma dictated her responses to the teacher. The teacher compiled a selection of Boardmaker graphics that supported the information that Emma dictated. Emma was required to write her information by gluing the correct graphics next to sentences starter to complete the statements. Emma was offered graphics that correctly completed the sentences and graphics that had no correlation to the sentences. She completed the following sentences: On Monday, we had (Patriots) group. We (played with magnets). Two things we used were (water and magnets). The best part was (using the magnet in the water).</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. There was a total of 4 sentences that Emma needed to write. She was able to answer the questions and complete her journal entry with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently completed 2 out of 4 sentences (50%) and used verbal prompting to complete 2 out of the 4 sentences (50%).</p>	
Level of Accuracy: 100 %		Level of Independence: 50 %	

Teacher's Initials: C

Date 2/6/09

Emma completed a journal entry about a group activity (Magnets). She used graphic images to express her ideas.

4 opportunities

100% accuracy

50% Independence

2x Independent

2x Verbal prompts

Name _____

Emma Dates _____

Date 2/6/09


On Monday, we had a group.








We play






Two things we used were _____ and _____






















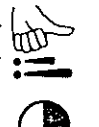









The best part was _____




















Teacher: EL

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.		
AAGSE #: SL 1.4	Description: Student demonstrates command of the structures of sentences, paragraphs, and text by expressing an idea with written language (symbols, letters, words, sentences).			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The Fork's Elementary school had a presentation by a local author who wrote children's stories. the author spent time talking to the student's about how she develops a piece of writing into a story. She also read one of her story's to the students. During this time of year, the 4th grade curriculum has the students exploring children' literature. Following an examination of what structural components make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will share their stories with a kindergarten class in the school community.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma wrote and illustrated a book about shapes. For each shape, Emma completed twenty sentences starters written with picture supports (Writing with Symbols) identifying by name the polygon, describing that many triangles can make a specific polygon, and what the shape looks like in her everyday environment. The teacher read the sentence starters aloud and Emma dictated her responses to the teacher. The teacher compiled a selection of Boardmaker graphics that supported the information that Emma dictated. Emma was required to write her information by gluing the correct graphics next to sentences starter to complete the statements. Emma was offered graphics that correctly answer the sentences and graphics that had no correlation to the sentences.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed the 20 sentences with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed 15 of the sentences independently (75%), required verbal prompting for 3 sentences (15%) and point prompts to complete 2 sentences (10%).</p>		
Level of Accuracy: 100 %		Level of Independence: 75 %		

Teacher's Initials: LC

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions			Structured Performance Task#: 04-1 Description: The student will write in response to activities within their school environment.								
AAGSE#: WC 9.1b	Description: In independent writing, student demonstrates command of appropriate English conventions by spelling his/her own first and last name, using correct capitalization.											
	Collection Period 1 Oct. 6 - Nov. 14, 2008			Collection Period 2 Jan. 12 - Feb. 6, 2009		Collection Period 3 March 16 - April 9, 2009						
Date	10/10/08	10/22/08	11/13/08		01/16/09	01/26/09	02/05/09		03/17/09	04/01/09	04/09/09	
Data Type	SDF	DP	DP		DP	DP	SDF		DP	DP	SDF	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	44	38	44		50	50	56		63	69	56	
Levels of Assistance	Average			Average			Average			Average		
Prompt % Point	22	31	25	26	25	25	22	24	12	12	33	19
Prompt % Verbal	34	31	31	32	25	25	22	24	25	19	11	18
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average % for Collection Period	Accuracy: 100			Accuracy: 100			Accuracy: 100			Accuracy: 100		
Independence Period	Independence: 42			Independence: 52			Independence: 56			Independence: 63		

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/10/08	Data Collection Period: 1
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.		
AAGSE#: WC 9.1b	Description: In independent writing, student demonstrates command of appropriate English conventions by spelling his/her own first and last name, using correct capitalization.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, students are developing an "All About Me" writing piece. Students are required to describe themselves, their family and some of their personal interests.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma wrote about five aspects of her life. After completing her "All About Me", Emma was required to sign her name on the writing piece. She used a computer with an adaptive keyboard (large capital letters) to type her name. She then pasted her completed name on the writing piece. There were 9 opportunities (letters in her name).				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma spelled her name with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to write 4 of the letters of her name independently (44%). She required point prompt for 2 (22%) of the letters and verbal prompts for 3 (33%) of the letters.		
Level of Accuracy: 100 %		Level of Independence: 44 %		

Teacher's Initials: LC

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/05/09	Data Collection Period: 2
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.		
AAGSE#: WC 9.1b	Description: In independent writing, student demonstrates command of appropriate English conventions by spelling his/her own first and last name, using correct capitalization.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students complete a journal entry three times a week as part of their daily routine. On Monday, the students write about their weekend activities. On Wednesday, the students summarize a group activity by the librarian and classroom teacher. On Friday, the students write about an activity they enjoyed that week.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma was required to complete a journal entry about a group activity. After completing her journal, Emma was required to sign her name on the writing piece. There were 9 opportunities for Emma to write her name correctly,(letters of her name).				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to write her name with 100% accuracy, spelling her name using the 9 out of 9 letters in her name.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent with 5 out of the 9 letters of her name (56%). Emma required assistance in the following ways: verbal prompting 2 out of 9 (22%)and point prompting 2 out 9 (22%).		
Level of Accuracy: 100 %		Level of Independence: 56 %		

Teacher's Initials: LC

AGOSE we 9, 16

Date: 2/5/08

Emma used graphic images to write a journal entry about a group activity. She used an adaptive keyboard to spell her name and sign her work.

9 opportunities

5 x Independent

2: Verbal Prompts

2 x Full Verbal modeling




100% accuracy 50% Independence

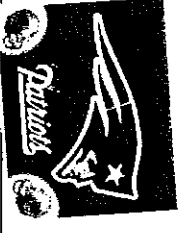



Emma Dates

Date Feb 5, 2009

On Monday, we had




  


group.






We



  

play

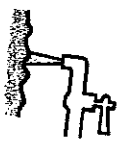


Two things we used were




 



and



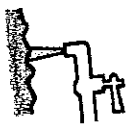
water

The best part was

use



water

Teacher: RL

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 04/09/09	Data Collection Period: 3
Content Area: Writing	Content Strand: Writing Strand: Structures of Language/Writing Conventions	Structured Performance Task# 04-1 Description: The student will write in response to activities within their school environment.		
AAGSE#: WC 9.1b	Description: In independent writing, student demonstrates command of appropriate English conventions by spelling his/her own first and last name, using correct capitalization.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: As part of the 4th grade curriculum, students are exploring children's literature. Following an examination of what structural components make up a good children's story, the students are required to write and illustrate a children's book. Upon completion, the students will share their stories with a kindergarten class in the school community.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma wrote and illustrated a children's book about shapes. After completing her shape book, Emma was required to sign her name on the author page. She used a computer with an adaptive keyboard to type her name. She then pasted her completed name on the writing piece. She has nine letters in her name that she had to correctly order to spell her name.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma spelled the nine letters of name with 100% accuracy.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was independent with 5 out of the 9 letters of her name (56%). Emma required assistance in the following ways: verbal prompting 3 out of 9 (33%)times and point prompting 1 out of 9 (11%).		
Level of Accuracy: 100 %		Level of Independence: 56 %		

Teacher's Initials: LC

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content		Content Strand:			Structured Performance Task#: 04-2							
Area:		Writing Strand: Response to Literary or Informational Text			Description: The student will develop a writing piece in response to a literary text.							
AAGSE#:		Description: Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by retelling and/or summarizing the text.										
LT 2.1b												
		Collection Period 1			Collection Period 2			Collection Period 3				
		Oct. 6 - Nov. 14, 2008			Jan. 12 - Feb. 6, 2009			March 16 - April 9, 2009				
Date	10/13/08	10/30/08	11/13/08		01/15/09	01/26/09	02/06/09		03/17/09	03/27/09	04/09/09	
Data Type	DP	DP	SDF		DP	DP	SDF		DP	SDF	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	40	50	50		50	50	67		60	75	60	
Levels of Assistance	Average				Average				Average			
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Prompt %	60	50	50	53	50	50	33	44	40	25	40	35
Prompt %	0	0	0	0	0	0	0	0	0	0	0	0
Average %	Accuracy:			100	Accuracy:			100	Accuracy:			100
for Collection	Independence:			47	Independence:			56	Independence:			65
Period												

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 11/13/08	Data Collection Period: 1
Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.		
AAGSE #: LT 2.1b	Description: Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by retelling and/or summarizing the text.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The students have been participating in an integrated unit focusing on the harvest season. Throughout the unit, students explored several books, both literary and informational, describing harvesting crops. They have identified vocabulary terms associated with the fall, studied the plant cycle of a pumpkin and discussed animal behavior in the fall. Each week a short story is used for the daily read aloud and discussion to deepen the students understanding of fall and harvest. The final story used to wrap up the unit is POSSUM'S HARVEST MOON by Ann Hunter. Students will gain an understanding on how animals need to prepare for winter during the harvest.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma completed a story summary after several readings on the book POSSUM'S HARVEST MOON by Ann Hunter. She was given six sentences written in graphic images (Writing with Symbols): Possum wanted a party, Possum asked his friends to come. His friends were busy getting ready for winter. Possum was sad. His friends finished their work. His friends surprised Possum at the party. Emma sequenced and glued the graphic sentences in order to develop a summary of the story. There was a total of 6 opportunities to complete the summary.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma was able to complete her story summary with 100% accuracy (6 out of 6 sentences).		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma required the following levels of assistance to complete the summary. She was independent in 3 out of 6 sentences (50%), and needed verbal assistance for 3 out of 6 sentences(50%).		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: LC

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 02/06/09	Data Collection Period: 2
Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.		
AAGSE#: LT 2.1b	Description: Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by retelling and/or summarizing the text.			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating an integrated unit focusing on the rain forest. This unit explored the plants, animals and people who live in the rain forest. Each week a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. The final story used to wrap up the unit is THE GREAT KAPOK TREE. Students will learn about the importance of the rain forest on animals, people and the environment. Students will become advocates by collecting recyclable soda/water bottles to save acres of the rain forest. Students will chart the weather for one week for their home town and for the rainforest's town. Students will also attend a presentation from a local expert on the rain forest.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma completed a story summary after several readings of the book, THE GREAT KAPOK TREE. Emma sequenced and glued graphic sentences in order to develop a summary of the story. The sentences were illustrated using words and Mayer Johnson graphics. Emma participated by gluing the following graphic sentence strips in order: Man began chopping the Kapok tree. Man became tired and fell asleep. Rainforest animals whispered in man's ear not to chop down the Kapok tree. The tree is the animals' home, it makes food, it makes oxygen and its roots stop the soil from being washed away. Man wakes up and sees all the rainforest animals and child. Man puts down the ax and walks out of the rainforest. There was a total of six opportunities to summarize the story.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma completed her story summary with 100% accuracy. Emma ordered 6 out of 6 sentences correctly.</p>		<p>Evaluate the student's independence performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma independently summarized the story using 4 sentences, 67% and used verbal prompting for 2 sentences, 33%.</p>		
Level of Accuracy: 100 %		Level of Independence: 67 %		

Teacher's Initials: LC

Emma sequenced and gived graphic sentences in order to create a summary of The Great Kapok Tree.

100% accuracy

67% Independence

4x Independent

2x Verbal prompting

Teacher: X X



Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:	Grade: 4	Date: 03/27/09	Data Collection Period: 3
Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.	
AAGSE#: LT 2.1b	Description: Writing in response to literary or informational text, student shows understanding of plots, ideas, and concepts by retelling and/or summarizing the text.		
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The students have been participating in an integrated spring unit focusing on plants. This unit explored the life cycle of plants, essential resources for plants to grow, and the various uses of plants. Each week, a short story is used for the daily read-aloud and discussion focusing on one of the above mentioned components. THE EMPTY POT by Charlotte Demi is used to introduce the unit. Students will learn about the steps to grow a seed. Students will plant their own seeds and chart the growth of their plants.</p>			
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma completed a story summary after several readings on the book THE EMPTY POT by Charlotte Demi. She was given sentences written in graphic images (writing with symbols): Emperor wants to find a child to become the new emperor. Emperor gives all children a seed to plant. Ping takes good care of his seed. Ping's seed does not grow. Other children bring big plant to show Emperor. Ping brings the Emperor his empty pot. Emperor is happy because Ping was honest. Ping becomes the new emperor. There was a total of 6 opportunities to compete the summary. The sentences are illustrated using words and Mayer Johnson graphics. Emma sequenced and glued the graphic sentences in order to develop a summary of the story. There were 8 opportunities within this activity.</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma summarized the story using 8 sentences with 100% accuracy.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma was able to independently put 6 out of the 8 sentences in place for the summary giving her 75% independence. She required verbal prompting for 2 of the sentences.</p>	
Level of Accuracy: 100 %		Level of Independence: 75 %	

Teacher's Initials: LC

Data Summary Sheet for Mathematics, Reading, and Writing

Student: Dates, Emma

Grade: 4

Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text				Structured Performance Task#: 04-2 Description: The student will develop a writing piece in response to a literary text.							
AAGSE#: LT 3.3	Description: Writing in response to literary or informational text, student makes and supports analytical judgments about text by describing content, events, characters, settings.											
	Collection Period 1 Oct. 6 - Nov. 14, 2008				Collection Period 2 Jan. 12 - Feb. 6, 2009				Collection Period 3 March 16 - April 9, 2009			
Date	10/13/08	10/17/08	11/13/08		01/21/09	01/28/09	02/02/09		04/03/09	04/06/09	04/09/09	
Data Type	DP	SDF	DP		SDF	DP	DP		SDF	DP	DP	
Accuracy %	100	100	100		100	100	100		100	100	100	
Independence %	33	50	33		50	50	58		67	83	78	
Levels of Assistance	Average				Average				Average			
Prompt % S Auditory	22	25	33	27	17	33	25	25	33	0	22	18
Prompt % M Auditory	45	25	34	35	33	0	17	17	0	17	0	6
Prompt % Visual	0	0	0	0	0	17	0	6	0	0	0	0
Average % for Collection Period	Accuracy: 100				Accuracy: 100				Accuracy: 100			
Period	Independence: 39				Independence: 53				Independence: 76			

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 10/17/08	Data Collection Period: 1
Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.		
AAGSE#: LT 3.3		Description: Writing in response to literary or informational text, student makes and supports analytical judgments about text by describing content, events, characters, settings.		
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The student's in Emma's class read the book HARRY POTTER AND THE CHAMBER OF SECRETS. They used a Writing with Symbols version of this book. Emma both listened to the book read aloud and read passages independently. She completed various activities related to this book, including creating a poster, writing a letter, and writing entries in her literature response journal. Emma developed a writing piece (book report) in response to Harry Potter.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma completed a book report on about HARRY POTTER AND THE CHAMBER OF SECRETS. She needed to complete sentence starters to describe content, events, characters and settings. Data was collected on Emma's accuracy in her responses to the eight sentences of the book report that describes these story elements (see annotated work sample).				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (8/8 descriptions of content: events, characters, and settings - 2 descriptions of a character, 3 descriptions of a setting and 3 descriptions of an event.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 50% independence (4/8: 1 description of a character, 1 description of a setting, 2 descriptions of an event). Emma needed a single auditory prompt for 25% of the task (2/8 descriptions: 1 description of the setting, and 1 description of an event). Emma needed multiple auditory prompts for 25% of the task (2/8 descriptions - 1 description of a character and 1 description of the setting).		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: XX

work sample is 3 pages



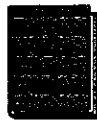
Name:

Emma Dates

month/day/year

Date:

10/17/07



Book



Report

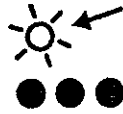
Title:

Harry Potter

Author:

J K Rowling

1



1.

My

favorite

character is

Harry Potter.



I



like



this



character



because

he's the

Independent

Wizard



This



character



looks



like



this:

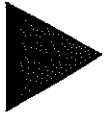
Potter

brown hair and glasses

Multiple
writing
prompts

Teacher: LL

2

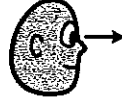
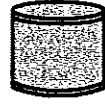


>



2. The main setting of this book is _____

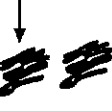
Hogwarts School.



These are things we can see in this setting:

single
auditory
prompt

bathroom, ghosts snake



This is something that happened in this setting:

Independent

Harry killed the snake.



Multiple
auditory
prompts

I

like

this

setting

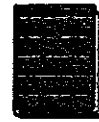
because

it is

scar y

Teacher Lh

3



3.

Many

things

happened

in

this

book.

These



are

called

events.



indep. My

favorite

event

was

the flying car.

The car was fast.



Ex p. This

event

was

Scary.



single auditory The

characters

felt

scared.



This

made

me

feel

happy.

Teacher LH

Student Documentation Form for Mathematics, Reading and Writing

☒ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student: Dates, Emma		Grade: 4	Date: 01/21/09	Data Collection Period: 2
Content Area: Writing	Content Strand: Writing Strand: Response to Literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.		
AAGSE#: LT 3.3	Description: Writing in response to literary or informational text, student makes and supports analytical judgments about text by describing content, events, characters, settings.			
Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community: The student's in Emma's class read the book, THE CRICKET IN TIMES SQUARE. They used a Writing with Symbols version of this book. emma both listened to the book read aloud and read passages independently. She completed various activities related to this book, including creating a poster, writing a letter, and writing entries in her literature response journal. Emma developed a writing piece (book report) in response to THE CRICKET IN TIMES SQUARE.				
Describe the student's application of the AAGSE to the SPT in a standards-based activity: Emma made a presentation to her class during a THE CRICKET IN TIMES SQUARE read aloud lesson. To prepare for this presentation, Emma completed sentence starters requiring her to describe content, events, characters, and settings. Data was collected her ability to make accurate descriptions in 6 sentences about the book. Emma made the presentation by reading these sentences aloud.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (6/6 descriptions of content: events, characters, and settings - 2 descriptions of a character - Chester, 2 descriptions of a setting - New York City, and 2 descriptions of an event - Chinatown shopping).		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 50% Independence (3/6 descriptions of story content: 1 description of a character and 2 of an event. Emma needed a single auditory prompt for 17% of the task (1/6 descriptions: 1 description of a character). Emma needed multiple auditory prompts for 33% of the task (2/6 descriptions of the setting).		
Level of Accuracy: 100 %		Level of Independence: 50 %		

Teacher's Initials: ST

Student Documentation Form for Mathematics, Reading and Writing

☐ Check box if Student Product or Photograph Evidence Documentation Form is attached.

Student:		Grade: 4	Date: 04/03/09	Data Collection Period: 3
Content Area: Writing	Content Strand: Writing Strand: Response to literary or Informational Text	Structured Performance Task# 04-2 Description: The student will develop a writing piece in response to a literary text.		
AAGSE#: LT 3.3	Description: Writing in response to literary or informational text, student makes and supports analytical judgments about text by describing content, events, characters, settings.			
<p>Describe the overall Structured Performance Task (SPT) as it is embedded in your classroom/school/community:</p> <p>The student's in Emma's class read the book, ROBIN HOOD. They used a Writing with Symbols version of this book. Emma both listened to the book read aloud and read passages independently. She completed various activities related to this book, including creating a poster, writing a letter, and writing entries in her literature response journal. Emma's 4th grade class participates in a literature pen pal club. Four times a year they write letters to their 4th grade peers from North Forks Elementary school. In their letter, they write about a book they have been reading. Emma developed a writing piece (a letter to her peers) in response to ROBIN HOOD.</p>				
<p>Describe the student's application of the AAGSE to the SPT in a standards-based activity:</p> <p>Emma composed her letter to her pen pal using Writing with Symbols sentence starters. Her letter described elements of the book, ROBIN HOOD. Emma completed the sentence starter requiring her to describe content events, characters and settings. Data was collected on her ability to make accurate descriptions on 6 sentences about the book. The letter was sent to North Forks Elementary School 4th grade.</p>				
Evaluation of Student's Performance				
<p>Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 100% accuracy (6/6 descriptions of content: events, characters, and settings - 2 descriptions of a character - Robin Hood, 2 descriptions of a setting - the forest, and 2 descriptions of an event - the archery contest).</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma completed this task with 67% independence (4/6 descriptions of story content: 2 descriptions of a character, 1 description of setting and 1 description of an event. Emma needed single auditory prompts for 33% of the task (2/6 descriptions - 1 description of a character).</p>		
Level of Accuracy: 100 %		Level of Independence: 67 %		

Teacher's Initials: *AS*

Data Summary Sheet for Science Inquiry Construct

Student: Emma

Grade: 4

Science	Structured Performance Task # 04-5				Inquiry Construct Description:			
	Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.				Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.			
	Domain: ESS AAGSE# ESS1.1.2 Describe rocks and minerals using their physical properties.				Domain: PS AAGSE# PS3.2.1a Identify objects that are or are not attracted to magnets.			
	Collection Period 1 Oct. 6– Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2009			
	Date	10/9	10/13	10/15	1/12	1/14	1/19	
	Data Type	DP	DP	SDF	DP	DP	SDF	
	Accuracy %	100	100	100	100	100	100	
	Independence %	65	50	83	35	50	83	
	Levels of Assistance							Average
	Auditory Prompt %	10	10	17	12			
	Visual Prompt %	25	40	0	22			
	Physical Prompt %	0	0	0	0			
	Average % for Collection Period	Accuracy: 100			Accuracy: 100			
		Independence: 66			Independence: 56			
		Data Type Key: DP= Data Point			SDF=Student Documentation Form			
		Accuracy: 100			Accuracy: 100			
		Independence: 79			Independence: 79			

Least to Most Assistance

Student Documentation Form for Science Inquiry Construct

☐ Check box if Student Product or Photo Evidence Documentation form is attached.

Student Name: Emma	Grade: 4	Date: 10/15	Data Collection Period: 1 X 2 3
Science Domain: LS <u>ESS</u> PS Structured Performance Task (SPT) # <u>04-5</u>		Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	
Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		WITHIN AAGSE # <u>ESS1.1.2</u> Description: Describe rocks and minerals using their physical properties.	
<p>Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:</p> <p>The 4th grade is working on a unit on the exploration of rocks and minerals. The students used magnifying glasses to explore various rocks, minerals and other objects. The students participated in the science investigation as follows:</p> <p>OBSERVE/QUESTION: Looked at different rocks and developed a hypothesis: "Most rocks are hard",</p> <p>PLAN: Selected one physical property (hardness/softness) to test, and prepared the recording sheets needed in this experiment;</p> <p>CONDUCT: Tested rocks and minerals for hardness/softness using a scratch test and recorded the data;</p> <p>ANALYZE: Reviewed the data to see if the hypothesis was correct.</p>			
<p>Describe the student's application of the assessed Inquiry Construct within the science investigation:</p> <p>During the conducting part of the investigation, Emma was evaluated on how well she followed procedures (a scratch test) to test the hardness/softness of each rock and mineral and record her data. Emma was given five rocks and one mineral to test and describe. Data was taken on her ability to follow the procedures (test the rock for hardness/softness and record her data).</p>			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined. Emma accurately followed procedures and recorded her data for all 6 rocks and minerals giving her an accuracy score of 100%.		Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined. Emma needed auditory prompts to follow procedures in testing/recording one rock and was independent in four rocks and one mineral giving her an independence score of 83%.	
Level of Accuracy <u>100</u> %	Level of Independence <u>83</u> %		

Teacher Initials LL

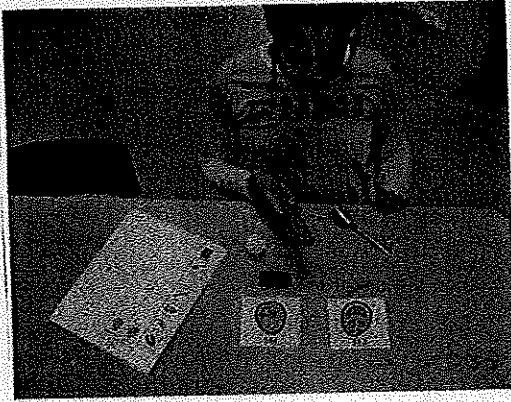
Student Documentation Form for Science Inquiry Construct

☒ Check box if Student Product or Photo Evidence Documentation form is attached.

Student Name: Emma	Grade: 4	Date: 1/19	Data Collection Period: 1 ____ 2 <u>X</u> 3 ____
Science Domain: LS ESS <u>PS</u> Structured Performance Task (SPT) # <u>04-5</u> Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data. WITHIN AAGSE # PS3.2.1a Description: Identify objects that are or are not attracted to magnets.	
<p>Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:</p> <p>The 4th grade is working on a unit on the exploration of magnets. The students used magnet wands to test the magnetism of different objects. The students participated in the science investigation as follows:</p> <p>OBSERVE/QUESTION: Students developed the research question "What objects attract or stick to magnets?"</p> <p>PLAN: To answer this research question the students identified objects of different materials to test and gathered the objects.</p> <p>CONDUCT: Students followed procedures to test the objects and record their data on a recording sheet</p> <p>ANALYZE: Students discussed their common findings ("what objects attracted?").</p> <p>Describe the student's application of the assessed Inquiry Construct within the science investigation:</p> <p>During the conducting part of the investigation, Emma was evaluated on how well she followed procedures to test each of her six objects and record her data.</p>			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined. Emma was assessed on her ability to follow procedures. She accurately used the wand to test six out of six objects correctly for an accuracy score of 100%.		Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined. Emma independently followed procedures for five of the six objects. Emma needed auditory prompting to test one of six objects. Her independence was 83%.	
Level of Accuracy <u>100</u> ____ %	Level of Independence <u>83</u> ____ %		

Teacher Initials LL

RIAA Photo Evidence Documentation



Accuracy= 100%
Independence= 83%
Prompt Levels
Auditory= 1/6 17%
Visual= _____
Physical= _____

Explain the student's participation in applying the AAGSE:

Emma is shown following the procedure to test her objects. In this picture Emma is using magnet wand to test the magnetism of her objects. She recorded her findings on her data table.

Student Name Emma

Date 1/19

SPT 04-5

AAGSE PS 3.2.1a

Teacher: "

Student Documentation Form for Science Inquiry Construct

☐ Check box if Student Product or Photo Evidence Documentation form is attached.

Student Name: Emma	Grade: 4	Date: 4/7	Data Collection Period: 1 ____ 2 ____ 3 <u>X</u>
Science Domain: <u>LS</u> ESS PS Structured Performance Task (SPT) # <u>04-5</u>		Inquiry Construct Description: CONDUCTING Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.	
Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.		WITHIN AAGSE # <u>LS 1.2.1</u> Description: Describe the things that plants need in order to grow and survive.	
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE: The 4th grade is working on a unit about plants – including the things plants need to grow and survive. The students participated in the science investigation as follows: OBSERVE/QUESTION: Students read a book about seeds and plants, and developed the research question "What do plants need to grow?" PLAN: Students looked at different types of seeds and chose the seeds they wanted to grow; The students identified locations for their plants that matched the light/no light conditions. CONDUCT: Students planted 6 seeds and labeled the plants with light/no light and water/no water. They recorded their findings twice a week. ANALYZE: Students talked about their observations and described the things that plants needed to grow.			
Describe the student's application of the assessed Inquiry Construct within the science investigation: This assessment focused on the conducting part of the unit - following planting procedures, including using pots, trowels, soil and seeds, and recording the results of the data. Each student planted six seeds in different pots that were filled with soil. Three plants were given water and light. The other three were not. Emma recorded her procedures by checking each of the six steps as she completed them.			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the Inquiry Construct. Explain how percentages were determined. Emma accurately followed procedures in six of six steps. Her accuracy was 100%.		Evaluate the student's independence performance on the Inquiry Construct. Explain how percentages were determined. Emma independently followed procedures for five of six steps. She needed an auditory prompt for one of the six steps.	
Level of Accuracy <u>100</u> ____ %	Level of Independence <u>83</u> ____ %		

Teacher Initials ll

Data Summary Sheet for Science Knowledge Entry

Student: Emma

Grade: 4

Science	Structured Performance Task # <u>04-5</u>				Inquiry Construct: <u>CONDUCTING</u>			
	Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.				Follow procedures, using equipment or measurement devices accurately as appropriate, for collecting and/or recording qualitative or quantitative data.			
	Domain: ESS AAGSE# ESS1.1.2 Describe rocks and minerals using their physical properties.				Domain: PS AAGSE# PS3.2.1a Identify objects that are or are not attracted to magnets.			
	Collection Period 1 Oct. 6– Nov. 14, 2008				Collection Period 2 Jan. 12 – Feb. 6, 2009			
Date	10/9	10/13	10/16					
Data Type	DP	DP	SDF					
Accuracy %	60	75	90					
Independence %	100	100	100					
Average % for Collection Period	Accuracy: 75 Independence: 100			Accuracy: 43 Independence: 100				
				Accuracy: 85 Independence: 100				

Average % across all three collection periods	
Accuracy:	68
Independence:	100

Data Type Key: DP= Data Point

SDF=Student Documentation Form

Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photo Evidence Documentation form is attached.

Student Name: Emma	Grade: 4	Date: 10/16	Data Collection Period: 1 <u>X</u> 2 <u> </u> 3 <u> </u>
Science Domain: LS <u>ESS</u> PS	AAGSE # <u>ESS1.1.2</u>		
Structured Performance Task (SPT)#: <u>04-5</u>	Description: Describe rocks and minerals using their physical properties.		
Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.			
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE: The 4th grade is working on a unit on the exploration of rocks and minerals. The students used magnifying glasses to explore various rocks, minerals and other objects. The students participated in the science investigation as follows: OBSERVE/QUESTION: Looked at different rocks and developed a hypothesis: "Most rocks are hard"; PLAN: Selected one physical property (hardness/softness) to test, and prepared the recording sheets needed in this experiment; CONDUCT: Tested rocks and minerals for hardness/softness using a scratch test and recorded the data; ANALYZE: Reviewed the data to see if the hypothesis was correct.			
Describe the student's application of the assessed AAGSE within the SPT/science investigation: The AAGSE being assessed is whether or not the Emma is able to describe rocks and minerals using their physical properties. Emma utilized her data that she gathered from several science investigations to describe rocks and minerals by using a list of descriptors (hard/soft, heavy/light, color). Emma was given 10 opportunities to describe physical properties of rocks and minerals (seven rocks and three minerals).			
Evaluation of Student's Performance			
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma had 10 opportunities to describe each of the seven rocks and three minerals. Emma correctly described two of the three minerals and seven of the rocks for an accuracy score of 90%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently described all ten rocks and minerals for an independence score of 100%.	
Level of Accuracy <u>90%</u> <u> </u> %	Level of Independence <u>100</u> <u> </u> %		

Teacher Initials ll

Student Documentation Form for Science Knowledge Entry

☒ Check box if Student Product or Photo Evidence Documentation form is attached.
















Student Name: Emma		Grade: 4	Date: 1/18	Data Collection Period: 1 ___ 2 <u>X</u> 3 ___
Science Domain: LS ESS PS				
Structured Performance Task (SPT)# <u>04-5</u>				
Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.	AAGSE # PS3.2.1a Description: Identify objects that are or are not attracted to magnets.			
Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE: The 4th grade is working on a unit on the exploration of magnets. The students used magnet wands to explore different objects. The students participated in the science investigation as follows: OBSERVE/QUESTION: Students developed the research question "What objects attract or stick to magnets?" PLAN: To answer this research question the students identified objects of different materials to test and gathered the objects. CONDUCT: Students tested the objects, recording their data on a recording sheet ANALYZE: Students discussed their common findings ("what objects attracted?").				
Describe the student's application of the assessed AAGSE within the SPT/science investigation: The AAGSE being assessed is whether or not Emma is able to identify objects that are and are not attracted to magnets. Emma was assessed by the number of correct answers about an object's magnetism she filled in on her investigation recording sheet.				
Evaluation of Student's Performance				
Evaluate the student's accuracy performance on the AAGSE. Explain how percentages were determined. Emma answered three of six questions on magnetism correctly for an accuracy level of 50%.		Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined. Emma independently answered six out of six questions on magnetism as she completed her testing. Her independence was 100%.		
Level of Accuracy <u>50</u> %	Level of Independence <u>100</u> %			

Teacher Initials ll

Name: Er

Date: 1/18

Science: Magnetism

do they attract?	Yes	No
		
paper clip		
eraser		
nail		
tyrofoam balls		
spoon		
crayons		

$$\text{Accuracy} = \frac{3}{6} = \textcircled{50\%}$$

$$\text{Indep} = \frac{6}{6} = 100\%$$

LL

AA66E4 P5 3.2.1a

Student Documentation Form for Science Knowledge Entry

☐ Check box if Student Product or Photo Evidence Documentation form is attached.

Student Name: Emma	Grade: 4	Date: 4/6	Data Collection Period: 1__ 2__ 3__ X
Science Domain: <u>LS</u> ESS PS	AAGSE # <u>LS 1.2.1</u>		
Structured Performance Task (SPT)# <u>04-5</u>	Description: Describe the things that plants need in order to grow and survive.		
Description: Student will demonstrate the Inquiry Construct within a science investigation, which includes observing/questioning, planning, conducting and analyzing.			
<p>Describe the four components of the SPT/science investigation (observe/question, plan, conduct, and analyze) as they are embedded in the instruction of the AAGSE:</p> <p>The 4th grade is working on a unit about plants – including the things plants need to grow and survive. The students participated in the science investigation as follows:</p> <p>OBSERVE/QUESTION: Students read a book about seeds and plants, and developed the research question "What do plants need to grow?"</p> <p>PLAN: Students looked at different types of seeds and chose the seeds they wanted to grow; The students identified locations for their plants that matched the light/no light conditions.</p> <p>CONDUCT: Students planted 6 seeds and labeled the plants with light/no light and water/no water. They recorded their findings twice a week.</p> <p>ANALYZE: Students talked about their observations (what plants needed to grow).</p>			
<p>Describe the student's application of the assessed AAGSE within the SPT/science investigation:</p> <p>Emma is being assessed on her ability to describe the things that plants need to grow and survive. Emma planted six seeds in soil, giving three of them water, light and air; the other three plants were not given water and light. Emma filled in her recording sheet twice a week. After 10 days, she was assessed on her "reporting out" on her findings on each plant, indicating what all six plants needed to grow. Emma found that plants need water to grow. Emma said her light/water plants grew best over the 10 days.</p>			
Evaluation of Student's Performance			
<p>Evaluate the student's accuracy performance on the AAGSE.</p> <p>Explain how percentages were determined.</p> <p>Emma had six opportunities to describe the things that plants need in order to grow. Of the six opportunities, Emma correctly identified six of six things that plants need to grow and survive for an accuracy score of 100%.</p>		<p>Evaluate the student's independence performance on the AAGSE. Explain how percentages were determined.</p> <p>Emma independently completed six out of six answers on her recording sheet. Her independence was 100%.</p>	
Level of Accuracy	100 %	Level of Independence	100 %
Teacher Initials <u>LL</u>			